



Evidencing Early Years Foundation Stage learning objectives through cycling

Personal, Social and Emotional Development

Area of Learning	Learning Objective	Age band
Making Relationships	They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children play co-operatively, taking turns with others.	Early Learning Goal
	Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children.	40-60 months
	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	30-50 months
Self-confidence and Self-awareness	Children are confident to try new activities, and say why they like some activities more than others. They say when they do or don't need help.	Early Learning Goal
	Can describe self in positive terms and talk about abilities.	40-60 months
	Welcomes and values praise for what they have done. Shows confidence in asking adults for help.	30-50 months
Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They adjust their behaviour to different situations, and take changes of routine in their stride. They work as part of a group or class, and understand and follow the rules.	Early Learning Goal
	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of	40-60 months

	behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression	
	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.	30-50 months

Physical Development

Area of Learning	Learning Objective	Age band
Moving and Handling	They move confidently in a range of ways, safely negotiating space. Children show good control and co-ordination in large and small movements.	Early Learning Goal
	Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	40-60 months
	Moves freely and with pleasure and confidence in a range of ways	30-50 months
Health and Self-care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	Early Learning Goal
	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	40-60 months
	Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely.	30-50 months

Communication and Language

Area of Learning	Learning Objective	Age band
Listening and Attention	They give their attention to what others say and respond appropriately, while engaged in another activity. Children listen attentively in a range of situations.	Early Learning Goal
	Two-channelled attention – can listen and do for short span.	40-60 months
	Is able to follow directions.	30-50 months
Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to or events.	Early Learning Goal
	Responds to instructions involving a two-part sequence.	40-60 months
	Responds to simple instructions.	30-50 months
Speaking	Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Early Learning Goal
	Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	40-60 months
	Beginning to use more complex sentences to link thoughts. Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Uses a range of tenses. Builds up vocabulary that reflects the breadth of their experiences.	30-50 months